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THE AMERICAN LANGUAGE.

GOOD USAGE.

WHAT constitutes "the good usage" in language, of which we hear so much? We have ventured to use the adjective American, in the heading of this article, which will doubtless cause a shudder to all the advocates of good usage, for we have not yet freed ourselves from the influence of all the ideas that had their origin in our colonial relations. "You are an inferior race,—no physical vigor,—all running out," says John Bull, very perpendicular by reason of a stomach full of roast beef and plum pudding, and from our side of the water comes back the whining response, "yes—all—running—out!" We have so answered the sneering question, "Who reads an American book," that we no longer hear that. Now we are "running out" in body instead of mind. But if any of our people are conscious of being in a "running out" condition, it would be more "respectable" just to run out quietly, and let the rest of us, who have no such consciousness, stay on a little longer.

But I am led a little from my subject of language. We are constantly told that we must preserve the purity of our language, etc., as if that was possible, when we are mixing up in our people

elements from Europe, Asia, and Africa, and are constantly making new ideas, and requiring new words and new combinations to express them. But aside from this constant influence of other languages on our own, with a *live* people you might as well expect a permanent fashion for ladies' bonnets or gentlemen's coats, as such a condition of our language.

If any one doubts this, let him attempt to read Tyndale's New Testament, or even Chaucer's works; or let him take Shakspeare, and use the same rules of grammar and rhetoric which he used, or even the common version of the Bible, using the forms in *st* and *eth* for the verbs, the possessive *his* for *its*, *which* for *who*, etc., would not his composition be unsparingly criticised? No one can examine this subject at all, without seeing that there is no fixed standard in a language, and never can be till mind stagnates.

It is true that these old forms are still allowed in poetry and impassioned language, just as gowns and big wigs were used by pedagogues and judges, long after they had gone out of general use, and for the same reason they may be put on to give a factitious distinction to those who wear them; and the same is true of such words.

Nor do we conceive it proper to bring these bygone or poetic forms into our grammars, as a part of the language for beginners to learn. These forms should indeed be given, but apart from the every day language of that common life for which our elementary schools are designed to fit children. They should have a place, as the dialectic forms in Greek do in grammars of that language.

But we should not lose sight of the reason why these forms are still employed by our present writers. There is a sort of reverence awakened by old fashions either for the body or the mind, and the knee-buckles and breeches still have an effect when rightly used. So do old words and forms of expression. They strike the mind with more force because they are old. This influence is perhaps more "respectable," but in no way different in kind from that produced by popular speakers, by the introduction of new terms. Burnham's "extension" has opened more ears to what the speaker wished to have heard, than a host of very appropriate old forms could have done. At a masquerade, an old costume and a new one, equally removed from present use, produce the same wonder. The

educated man will adopt the old, and the common man the new one, not because one has more power of expressing ideas than the other, but we like old family titles, even if a little the worse for the wear.

Where, then, shall we find this standard of good usage? The English may find it in their court, but we make dictionaries for that; and besides, we have no especial interest in that venerable and respectable body, with all their claim to antiquity. Nor, in fact, can we find it anywhere in England, simply because we are not English. We are all very thankful, doubtless, for the blessing of so good a mother of our race; but as she proved something of a step-mother to our respected forefathers, and has been obliged to admit our ability for everything except beef-eating, to be fully equal to hers, and has used some of our inventions, and read a few of our books, why should we make her our standard in language any more than in politics. The language arises from the mind. A Frenchman, as such, cannot think in English. The shrewd, "calculating" Yankee cannot think or speak like his sober plodding John Bull brother. Our mind must change before the language of the scholastic, but doubtless very *proper*, cities of Oxford and Cambridge can answer our purpose as a standard.

But the grammatical blunders possible in our language are very few. Offences against rhetoric are numerous enough, but they belong to that department of study. If old Prician's head had only been endangered in English, it would have been safer than those of stupid urchins under the heavy rulers of our predecessors in the district schools. With only half a dozen instances of what is termed agreement and government in the language, errors in that must be few. The use of wrong tense forms is more common, and the use of *them* for *these*, etc. These, with a few wrong contractions, are about all we have. What are termed *vulgarisms* we have, just as we have odd-looking canes, fancy hats, horses, dogs, and all that. Nor can they be expelled by the thunders of any literary Vatican. They are in our nature, and they ought to stay there to keep us alive. Of course we can teach propriety in language, and our pupils will read the *Atlantic Monthly*. Which teacher will they follow?

It is not the province of grammar to teach the art of speaking

and writing the English language correctly; and one grammar, at least, has discarded that absurd expression. It is the science of language, and that is the *body of thought*; and the object of grammar is to teach the body so that we can understand the *soul*. Hence it has to do with logic rather than rhetoric. To make grammar what it is defined to be, would make it of about the same value as certain books on etiquette, which tell you that good usage requires one to look sad at a funeral, if anybody can see you. If the correct use of language is the object in studying grammar, then I would advise the use of "Power's Grammar on an entirely new system," the first direction for the use of which is to put the pupil, for five or six years, into the best family in the city! But this is not the object in the study of grammar. It is of more consequence to have a soul, even if the body wears

"Hoddin' grey, and a' that."

so the thought is the main thing. When we reflect that words are inseparable from ideas, and that ideas change, can we spend our time on mere words as constituting the science of grammar? We have tried it long enough, and it has failed by universal consent. Nor can it be propped up by an attempt to engraft the system of Ollendorf on the erroneous system adopted. Neither of them has any vitality, because neither has *grown out of the mind*, but been *imposed* upon it. We have yet to change our whole system of teaching, and make our books on the principle of mental philosophy, rather than the hap-hazard guesses of book makers.

To conclude this long article rather *premorsely*, have we committed an unpardonable offence in speaking of the American language?

N.

WILL the teacher who reads this, ascertain how many of his pupils can correctly spell the following words? viz: Cataline, Macaulay, Renssellær, Salisbury, Cincinnati, Isaiah, develop, gauge, bilious, exhilarate, inflammation, also, how many can pronounce correctly the following words, viz: vagary, ally, finance, accessory, placard, survey (noun), cement, (noun), tragacanth (a gum), grease (verb), Habakkuk, Idumea. Also, how many can parse correctly, the word *pupil*, in the sentence, "*It is my duty as a pupil, to obey my teacher.*"

SCHOOL COMPOSITIONS.

THERE is no work which is more disliked, by most children, than the writing of compositions. The dislike is so great as to discourage some teachers from undertaking to get compositions out of their scholars at all ; and to make the exercise almost a useless one, in some cases, in which, in form, the work is done. Children hate the work, because it is for most of them, and as the matter is presented to them, the hardest of school tasks. But we think that, if the subject be rightly understood, and the teachers course rightly managed, a great deal of the hardness may be got rid of, and pupils may be made to do the work, almost without suspecting that they are writing compositions. Teachers themselves sometimes seem to have a wrong notion of what the true end of the work is ; and therefore, if they do not make it hard, at least they fail in taking away the scholar's difficulty.

Before attempting to give our own idea of the true object of school compositions, we will say what we think that it is not. It is not to get from our scholars either fine thoughts or fine language. If scholars once understand that, one half of the trouble is taken away. We cannot reasonably demand of children great discoveries or new combinations in the world of thought, or wonderful flights into the regions of poetry, fiction, and elegant literature. Such things can be attained by only one of a thousand, among grown persons. If, now, putting aside the impossible, we look to see what we may reasonably ask children to do, we may, perhaps, come very near an answer to the question : " What is the true object of writing compositions at school ? " Every child can learn to put what ideas he has into plain and grammatical English, to spell correctly, to punctuate intelligibly, and to write his work neatly. To do this, some one will say, is only a part of what grammar is intended to teach. Just so ; and the true object of composition writing is, to teach in *one* practical way what the text-book on grammar teaches theoretically.

Whether the subject for any particular exercise should be given by the teacher or chosen by the pupil, may be a matter of doubt, or may depend upon circumstances. This may, however, be said :

that, if a teacher has a little ingenuity, he may easily find a subject which will be within the capacity of his pupil. We are inclined to think that he will be more likely to do so than the scholar. Making the same mistake, as when he thinks that the whole matter is something beyond the reach of his intellectual grasp, the scholar often makes it so by his choice of a theme. Thinking that he is expected to fly, he looks up among the clouds to find something to write about. Again, when left to choose for himself, the scholar sometimes tries one thing after another, throwing away a half-finished work, because a new thought has come to him, and he thinks that some other field will prove more fertile. If such a pupil has his subject given by his teacher, he loses less time, and, in most cases, pleases himself quite as well as when left to himself.

The teacher's choice of a subject will, of course, depend upon the attainments of the pupil. It should be something about which he may be supposed to have some ideas. Sometimes it will increase the interest in some study, to have a subject so chosen as to fit in with the study. In attempting to follow such a course, a teacher may be much aided by a good school-library, and, on the other hand, may succeed in awakening an interest in the library, in some scholar who has previously been indifferent to it. Give to a class in history some question in history or biography, which relates to the times or the persons about which they are studying. For a younger class, take the amusement of the day—a sleigh-ride, a skating party, a hunt in the woods for flowers or berries. The last half-holiday would be, with some children, a never-ending source of ideas. There is a good deal got from some scholars under the form of letters to friends, whether real or imaginary. Avoid, in general, abstractions, such as temperance, temptation, deception, and the like. Children are too apt, on such themes, to give the ideas of their seniors, rather than to express any thoughts honestly their own. We will say more of this when we come to speak of *cant*. Perhaps, with young scholars, a good way of beginning the work of writing may be to read aloud or to repeat to them some story, and require them to write it out, or as much of it as they remember. Another course is to give, from the reading-book of the class, or from any source, a passage of poetry to be changed to prose. Scholars in the languages may take an extract from their

past reading for translation. For an exercise in mere words — by no means a useless exercise — give an extract, and let the words be changed, as much as possible, without changing the meaning of the sentences. Many such courses will suggest themselves to a teacher, each having its own value, and each proving not simply a lesson in composition, but an advantage in some other way also. With young scholars, especially, the aim is not so much ideas as correct expression.

In treating the subject, try to make the scholar *write* what he would be likely to *say*, and to express his thought in just the words, grammatical errors avoided, in which he would speak it, if he were talking freely to a companion. Teachers can hardly make too much of this point. We are persuaded that, if children will only stop trying to write like a book, and be satisfied to write as they talk, they will be free from many troubles in composing, and their work will bear much stricter criticism. There will still be great defects, such as too long sentences, too many “ands” and “buts,” yet these faults are so easily corrected, that they may be called trifles, compared with the inclination to use long words, sounding phrases, and a host of adjectives. If our memory serves us, it was the late Professor Channing of Cambridge, who once gave the advice: “When you have finished your work, go over it, and strike out two out of every three adjectives.” Another piece of the Professor’s advice was: “When you have written anything which strikes you as particularly fine, draw your pen through it.” The advice is good for younger scholars than used to come under the severe criticism of the late Boylston professor. Some children’s “geese are all swans.” They begin to describe a sun-rising, and the bright clouds immediately become “gorgeous;” the sight is a “spectacle;” the birds “carol lays” instead of singing songs; the cows are turned into “kine;” and, in short, the whole dictionary is laid under contribution, and must give up its rarest treasures, so that we wonder that so dull a scholar can manage so many words without misusing them.

If our idea of the object of writing compositions is correct, namely, that it is only a branch of the study of grammar, it follows that what is written is of secondary importance, — the first point being the manner in which the ideas are expressed. In criticising the

work of a class, then, the teacher should confine himself chiefly to the form. Sometimes a criticism needs to be made upon the matter; but that comes into our work as educators, not as correctors of literary labors. If one of my boys points what are intended to be offensive remarks at me, I may, or I may not choose to understand the intent; I may or I may not choose to speak to him of the matter, as one regarding good taste or good manners, as I might rebuke any rudeness upon the recitative bench. It ought not to be counted for or against his rhetorical exercise in the one case or his recitation in the other.

There are some things, however, which deserve to be discouraged in compositions, although they have nothing to do with good English. One of the most common of these is *cant*. It deserves to be noticed in speaking of compositions, because there, and only there, would children have the face to be guilty of it. It is a fault that belongs, so far as school is concerned, to scarcely anything else than compositions, and scholars will, without the least shame, perhaps without being conscious of the fault, be guilty of it, though they would have too much instinctive regard for truth to be guilty of it in any other connection. By *cant* we mean the expressing of ideas which one does not hold, yet supposes that, for decency's sake, or because every body else is believed to hold them, one ought to hold them. Abstract subjects will lead nine scholars out of ten into this abomination. Give out the name of any virtue or vice, as a theme, and you will get such a lot of essays as would make any one, who does not know what children at school are, think that you must have a marvellous company of young angels under your charge. The objection to all this is, that it comes rather too near hypocrisy to be pleasant. Tell your children, as a general rule, to avoid moral reflections. The spirit of virtue is of too much value to be exposed to the eyes of the world, and the pupil is more likely to express what he wants his teacher to see than what comes spontaneously from his heart.

The natural place of the writing of compositions in the order of school work, is worth a moment's thought. It is easier to teach art than science. Compositions are one means of teaching the art of grammar. The text-books on grammar teach the science. It is of no use to teach the theory of fractions and not teach the prac-

tical use of my theory at the same time. Nay, almost any scholar will master the art, and go successfully through a complicated problem in arithmetic, which demands the repeated application of that art, long before he begins to understand the theory. So it is with every branch of knowledge. Fact before philosophy; art before science; compositions before parsing lessons. It is common for compositions to be left until a late day in the child's schooling. A scholar sometimes pleads his little advancement in other studies as a reason why he should be excused from this one. That is the old mistake again. That scholar has not been rightly managed. He ought to have begun upon his composition writing before he began to think about it. It is hardly saying too much, to say that he ought to have begun upon it at the primary school. If he knows enough to have a laugh with his companions over what he saw as he came along to school, he knows enough to be set to work at composition. The error is, that he has been so long neglected.

L. H. B.

STATE NORMAL HALL, AT SALEM.



MR. EDITOR:—I am happy to comply with your request, by sending a brief sketch of the building erected for the State Normal School at Salem. An interest in School Architecture has accompanied throughout, and, indeed, formed a very important element in that great movement, during the last quarter of a century, which Mr. May has so happily termed the “Revival of Education.”

In our present mingled constitution of body and spirit, both mind and heart are greatly influenced and moulded by material surroundings. A good school house does not of necessity make a good school; nor does a bad school house absolutely forbid the intellectual and moral improvement of its inmates, for "afflictions are sometimes means of grace." Yet both unquestionably make a large contribution to the desirable or undesirable results of our system of public education. They have also, as expressions of general interest and estimation, continually presented to the public eye and reacting upon the public mind, an important influence in the elevation or degradation of popular instruction. Who has forgotten Mr. Mann's appeal?

"Suppose," he says, in one of his addresses, "at this moment, some potent enchanter, by the waving of his magic wand, should take up all the twenty-eight hundred school houses of Massachusetts, with all the little triangular and nondescript spots of earth whereon and wherein they have been squeezed, — whether sand-bank, morass, bleak knoll, or torrid plain, — and, whirling them through the affrighted air, should set them all down, visibly, round about us in this place; and then should take us up into some watch-tower or observatory, where, at one view, we could behold the whole as they were encamped round about, — each one true to the point of compass which marked its nativity, each one retaining its own color or no color, each one standing on its own heath, hillock, or fen. I ask, my friends, if, in this new spectacle under the sun, with its motley hues of red, grey, and doubtful, with its windows sprinkled with patterns taken from Joseph's many-colored coat, with its broken chimneys, with its shingles and clapboards flapping and clattering in the wind, as if giving public notice that they were about to depart; — I ask if, in this indescribable and unnamable group of architecture, we should not see the true image, reflection, and embodiment of our own love, attachment, and regard for public schools and public education, as in a mirror face answereth to face!"

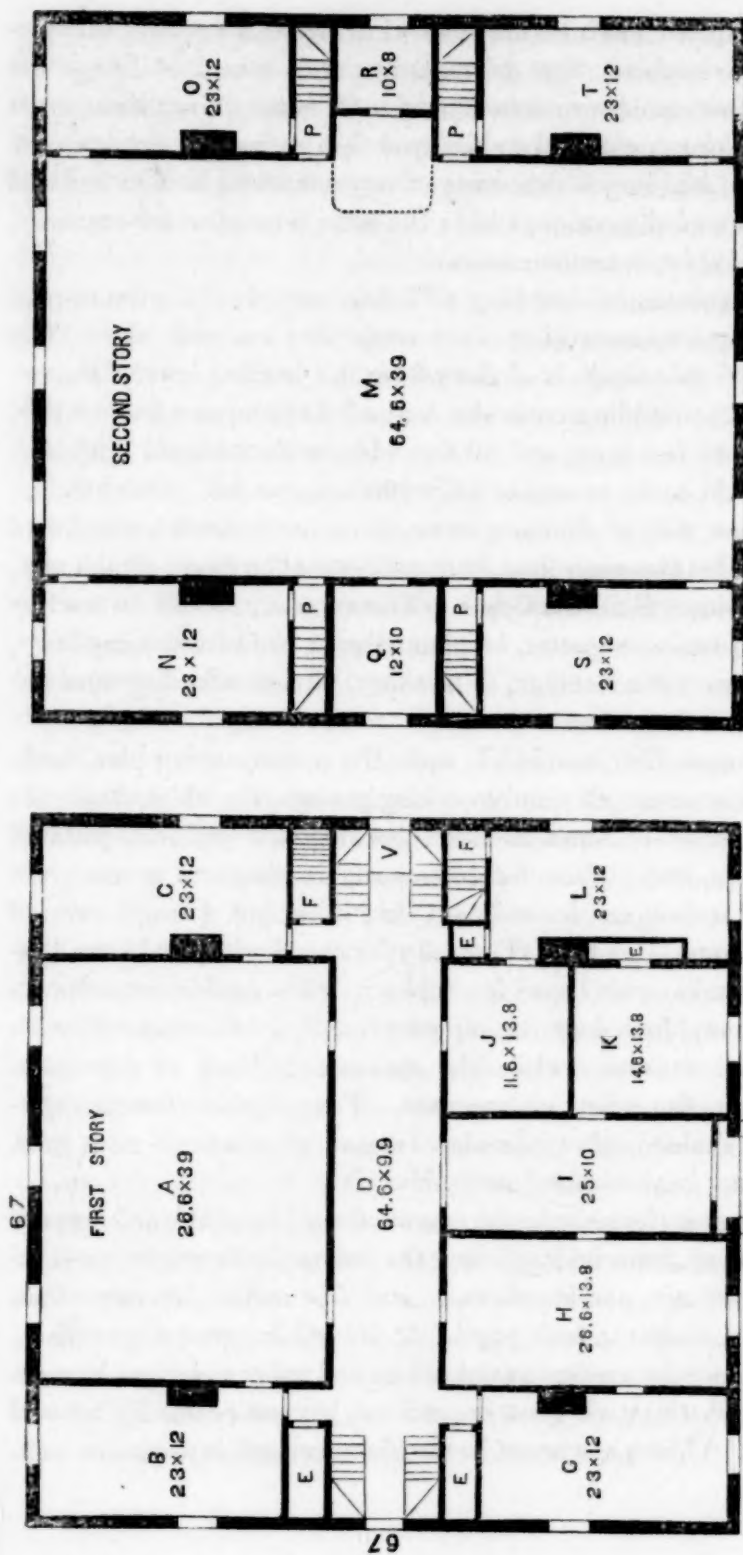
We rejoice that, since the delivery of this address, so great a change has taken place in our Commonwealth and country, and in no small degree through the influence of educational periodicals. But with this change a new danger has arisen, which Mr. Mann

little anticipated when he drew, as with Hogarth's pencil, the picture we have copied: that of regarding our school buildings too much as mere public ornaments, and of constructing them more with reference to external architecture than to internal convenience. If our own building is deserving of any attention, it is as a model of liberality of dimension, and at the same time of strict economy, and remarkable commodiousness.

It is a substantial building of brick, and in its ground-plan a perfect square, measuring sixty-seven feet on each side. The economy of this shape is obvious from the familiar laws of Isoperimetry. The building covers an area of 4489 square feet; while, if it were 84 feet long, and 50 feet wide, with the same brick surface it would cover an area of only 4200 square feet. Its situation, on the west side of Summer street, is elevated, unobstructed, and airy, while, at the same time, it is quite near the heart of the city, and the Eastern Railroad Depot. The exterior, as will be seen by the accompanying vignette, is plain almost to Quaker simplicity; and has thus the advantage, if no other, of not offending the eye by ornaments in bad taste.

An entrance Hall, marked I, upon the accompanying plan, leads to a reception room, K; and to a long passage, D, which forms the general medium of communication between the different parts of the building, and a place for promenade in times of recess. As the school is designed for only one sex, it has but a single suite of dressing rooms, J and L. These are furnished with hooks for bonnets and cloaks, with boxes for rubbers, with marble wash-stands constantly supplied from an aqueduct, and, in the closet E, with shelves and drawers; while the staircase F leads to other conveniences in the cellar, or basement. Four flights of stairs, conveniently situated, give abundant means of access to the main school room, in the second story, M.

This room is furnished with desks for a hundred and twenty pupils, giving, from its large size, the unusual allowance, so valuable for good air, non-interference, and free motion, of more than twenty feet of area to each pupil. It is used for general exercises, for study, and for various examinations and other exercises in writing to which we attach great importance, but not ordinarily for oral recitations. These are heard in the four recitation rooms so con-



The STATE NORMAL HALL, at Salem, Mass., is a Brick Building, sixty-seven feet square. I, Entrance Hall; K, Reception Room; D, Long Passage; J and L, Dressing Rooms; A, Lecture Room; B, Apparatus Room; C, N, O, S, T, Recitation Rooms; E, E, E, Closets; F, F, Cellar Stairs; V, Water Tank for Closets below; G, Cabinet of Natural History; H, Library; M, Principal School Room; P, P, P, P, Stairs connecting the two stories; Q, Room for Books of Reference; R, Teachers' Room.

veniently opening from this room, N, O, S, T; in the recitation room below, C; and in the lecture room, A, which, from its greater size, is especially used for reading and music. Our philosophical and chemical apparatus is kept in the room B; our cabinet of natural history, in G; and our library, in H, except those works which are most wanted for daily reference, and which are kept in the small room, Q, opening from the school room. The room H, however, which has also a table furnished with the chief educational periodicals of our country, is accessible to the members of the school at all times. Behind the teachers' platform is a small private room for the teachers, R.

The building was erected and furnished in the year 1853-4, by the city of Salem, at the following cost:—

Contract for building, (including \$600, as the estimated value of the materials obtained from an old building previously upon the lot,) - - - -	\$11,100
Extras, - - - -	1,200
Furniture, - - - -	850
	<hr/>
	\$13,150

Of this sum, the Commonwealth contributed \$6,000; the Eastern Railroad Company, \$2,000; and the city of Salem, the balance, besides the valuable lot upon which the house stands. The State has since made appropriations for an iron fence around the building, and for other improvements and additional furniture. For the general plan of the building, which is such a model for the extent and convenience of its accommodations at so moderate a cost, and which I have therefore thought worth description, for the sake of those who are about to erect school edifices, we are chiefly indebted, I understand, to the late and so deeply lamented Hon. Stephen C. Phillips, and to Dr. Henry Wheatland, a member of the present Board of Education, and of the Board of Visitors for the school from its foundation. Obligations to other individuals for the establishment of the school, it might be out of place here to acknowledge.

A. C.

SCATTER-BRAINS.

THE thoroughness and fidelity with which the thorough and faithful teacher of the present age performs his work is as remarkable as the want of them has been in preceding ages. Not only is the scholar taught reading, geography, grammar, and history, but he gets a tolerable idea of almost everything else. He knows the Greek alphabet, and can decipher the Chinese characters that ornament the lid of a tea chest; he has explored Pompeii and Herculaneum, and the catacombs of Rome and Paris; he has a very good idea of St. Peter's and St. Paul's,—how they happened to be built, and who were the architects and master-masons thereof; he knows all about Baron Trenck and Baron Münchhausen; he is thoroughly posted in mythology, archæology, paleontology, ichthyology, meteorology, geology, theology, genealogy, and demonology. It is true, he is only a scholar in the grammar school, and never devoted himself especially to any of these pursuits, but his teacher is a gentleman of extensive and varied erudition, and whenever there is an allusion in the reading lesson, the exercise in parsing, or even in the examples in arithmetic, to any of these branches of science, it calls forth a learned lecture which sometimes includes the whole sphere of human learning. He grows wise above what is written in any of his books; and it is not at all likely, that, when he becomes a man, any subject can be introduced to which he will be an entire stranger. His teacher has imparted collateral information to such an extent that what the pupil don't know is n't worth knowing.

It is not our intention to find fault with the fact that this amount of collateral information is given to the scholar, for we believe it is at least one-half of the child's education; but we have a word to say in regard to the time and manner of imparting it. The intelligent and faithful teacher may and ought to enrich the understanding of his pupils with the treasures of art, science, and general literature; and he who confines himself to the letter of the text-books only half does his work. The following up of allusions to extraneous matters which occur in the various lessons, or the tracing out of the origin and history of events referred to in them, is a

modern improvement which deserves encouragement, for it has done more to create an enduring love of knowledge in the mind of the scholar than almost any other agency. The library of reference belonging to every well-furnished school is an instrumentality of the highest efficiency, and one which the teacher ought to use himself and stimulate his pupils to use. There is no danger of imparting too much knowledge in this manner, but there is danger of neglecting the main subject, and leading the scholar into loose habits of study and application.

Phrenologists tell us that there is a certain "bump," called concentrativeness, which may be elevated or depressed, or the mental habit which it represents may be improved by attention and cultivation. One with this organ largely developed finds it difficult readily to transfer his attention from one subject to another; hence he is prolix and long-winded. As a schoolmaster, he tells long stories and makes long explanations; as a minister, he preaches long sermons; as a lawyer, he indulges in long arguments. One with this faculty but slightly developed jumps from one topic to another with perfect ease and indifference; as a minister, he has neither "head nor tail" to his discourse; as a schoolmaster, he introduces a dozen subjects in as many minutes; as a lawyer, he makes a general plea applicable to all the cases on the docket.

Whatever of truth or error there may be in phrenology, most teachers have found it to be true that not more than one-half of a given class have the power to concentrate the mind on the lesson to which their attention is required. To get and keep the attention of scholars, is the most difficult part of the teacher's work. The scholar seems to lack the ability to fasten his attention on the subject before him. He is willing to do so, will even struggle to do so, but the constitution of his mind is such as to render it almost impossible to accomplish the desired end. "The spirit is willing, but the flesh is weak." Cultivation will undoubtedly do much for him, but he can never stand on a level, in this respect, with one who has been differently endowed by nature. To scholars of this class, the frequent wanderings of the teacher from the subject before them, if not very judiciously managed, must be a positive injury.

It requires a certain amount of careful preparation, as well as a

certain condition of the mind, to enable a scholar to do any work well. The teacher insists upon this preparation, and endeavors to produce this condition of mind in his pupil. Place a reading book in the hands of a pupil whose thoughts are wholly absorbed by a principle in arithmetic, and he cannot read as he would under more favorable circumstances. When the class are expected to do their best — as they ought always to be expected to do — they are “loaded and primed” for the occasion. Their enthusiasm, their desire to do well, is kindled, raised to the highest possible pitch. They are instructed to open their mouths, to regulate their breathing, to be thoroughly imbued with the spirit of the piece to be read.

When all these conditions have been complied with, the scholar rises to read ; and in his paragraph the name of Sinbad the Sailor occurs. Who was Sinbad? Where was he born? What is the approximate value of a diamond weighing two tons? What is a roc? Carnivorous or herbivorous? The whale which Sinbad thought was an island and which played him such a shabby trick, opens the natural history of that animal. The loadstone that drew all the nails out of the ship, opens the subject of magnetism, which suggests those of electricity and galvanism. In short, there is no end to the wheels within wheels, and the communicative pedagogue goes down to the centre of the earth, up to the empyrean, and back to the creation of the world.

But for the purpose of illustration, let us suppose that Sinbad, with all the side topics and moral reflections suggested by his eventful history, is happily disposed of at the end of fifteen minutes or half an hour, can the class read as well as though they had not been interrupted? Are those necessary directions about the lungs, the tongue, teeth, and lips, still fresh and uppermost in their minds? Has none of the enthusiasm that burned through the class at the commencement of the exercise evaporated? Does the side talk about Sinbad keep the mind in unison with the spirit of the piece?

In arithmetic, John, who has carefully prepared his lesson, and who has just called up fresh in his mind the principles involved in the example he is about to explain, begins to read the problem :

“Bought ten hogsheads of madder — ”

"Stop, John; what is *madder*?" interrupts the teacher.

By the time *madder* is defined, its history given and its use fully explained, John's brain is very clear on madder, and very indefinite on arithmetic. Other articles require similar explication, and aquafortis, gunny bags, cider, soap, and candles, tar, pitch, and turpentine, are mixed up with measures and multiples, roots and powers, to such a degree that only one half of the class know a gunny bag from a common factor.

We do not suggest that all the useful and curious knowledge of collateral subjects be withheld from the scholar, but only that it be given at a proper time. It has been our practice for several years to define the difficult words and consider the side topics in the reading lesson on the school day preceding that on which the piece is read. In arithmetic, grammar, and other studies requiring concentrated thought, they might be disposed of before or after the regular recitation. In our estimation, they are nothing but scatter-brains, when introduced in the regular exercise, and when not necessary to a clear understanding of the subject. In reading we would have nothing but reading; in arithmetic, nothing but arithmetic—in every thing but one thing at a time.

W. T. A.

THE PARABLE OF THE SKOOKOOLS.

BY A FOOF OO.

Boostoon is somewhere in Chinese Tartary; but as the early explorers of that region neglected to make proper minutes of its latitude and longitude, or its position with regard to the other localities better known to the civilized world, we are unable to point out its situation on the map, and must, therefore, beg the reader's indulgence for the looseness of our description. Boostoon was a great city,—not in the sense that Peking and Chang-chu-fu are great cities, for its greatness could not be estimated in numbers. Its population and territorial extent would convey to the enquirer but a very inadequate idea of the magnificence and munificence of

its municipal institutions, of the intelligence, refinement, and public spirit of its citizens, for in all Chinese Tartary, there was not another city that could compare with it in respect to the items mentioned.

Strange as it may seem to us whose experience is exactly contrary to that of the Boostoonese, the law of nature was reversed there, and men did not make haste to be rich, but made haste to be wise. The poor stupid barbarians had actually come to believe that wisdom was better than rubies, and that of all their gettings they must get understanding — a ridiculous idea drawn from an ancient book which was translated by certain "old fogies," out of certain dead languages, and which was more highly valued than all the writings of Foe, Confucius and Zoroaster.

The founders and early settlers of Boostoon, had given a great deal of encouragement to this idea, and had even established institutions for the purpose of reducing it to practice. Succeeding generations had taken up the whim, and fairly wheedled themselves into the belief that education was an actual necessity to a self-governing people. In the further development of the idea, a great many institutions called *skookooks* had been established for training up the young in the ways of wisdom. In them a great many little boys and girls were placed at a tender age, and taught all the characters of the Chinese-Tartaric alphabet, how to put them together so as to make words, and instructed in a great many other things, which could neither be understood nor appreciated at this distance from Boostoon.

These institutions annually sent forth hundreds and thousands of young men and maidens well versed in the common lore of the country, and it was generally believed that they would make much better husbands and wives, mothers, and citizens, for what they had learned in the *skookooks*. Many of them passed from institutions of a lower grade to those of a higher, and became in their turn the wise men and women of their day and generation.

As far back as the oldest inhabitant — for they had an old gentleman of this description in Boostoon — as far back as he could remember, and tradition carried the record even farther back, the *skookooks* were regarded by the people as very beneficent institutions, and well worth all the labor and expense that had been

bestowed upon them. The chief dignitaries of the nation and of the municipality declared that the skookools were a blessing to the people; that they were the corner-stone of freedom; that the State could not exist without them; that they made Boostoon the grand centre of the central, flowery nation, and even the hub of the universe. And all the people cried out with one voice, "That's so!"

Of course, with these views, the people cherished an affectionate regard for the skookools and preserved a lively interest in their prosperity and perpetuity. They begrudged no money spent for them; appointed their best and truest men to watch over them; and would have given up all the luxuries and some of the comforts of life rather than have any harm come to them. And the treasure spent, the faithful guardians appointed, and the unselfish spirit manifested, brought forth their legitimate fruits. These institutions of learning continued to improve, and everybody believed they were doing a great and good work, not only for Boostoon, but for the nation, and even for the whole world.

But suddenly a cry of terror and anguish went through the city, and even swept over the whole nation. There was sighing and wailing, and "Rachel weeping for her children, and would not be comforted because they were not." An awful discovery had been made, and the blood of the people was curdled with horror. It was ascertained that the skookools were great butcher-shops, where innocent children were relentlessly murdered. Fathers groaned, and mothers wept, and there was no peace in all the land, for the horrid skookools were nothing but great slaughter-houses, and little men and little maidens without number were sacrificed every year; and those that were not butchered outright, were only left to suffer the pangs of a lingering death which would sooner or later overtake all of them.

The *foofos*—schoolmasters, is the nearest rendering of the word which the English language affords—the foofos were declared to be butchers, tyrants, monsters, ghouls, cannibals, who had formed a conspiracy against the rising generation, apparently intending to depopulate Boostoon in the run of a single generation. There were patriots who loved their country enough to sound the alarm, and in the newspapers and magazines, in the pulpit and on the rostrum, they depicted in glowing colors the horrors of the

skookkools, and the barbarity of the foofoos. It is true, they could not point to a single instance in which a life had been sacrificed in the skookkools; but this did not make much difference, for if there had not been there would be, which was just the same thing. At any rate there was cause for alarm, and they called upon the *fum-fums* — no corresponding word in our language — to restrain the foofoos, and correct the abuses in the skookkools which promised to bring about such an awful loss of life and health.

The tremendous outcry induced the fumfums to investigate the matter; and whatever views they individually entertained on the subject, they commenced the inquest with a zeal and sternness which made the foofoos tremble — or, if they did not tremble, they ought to have trembled. Among the fumfums was one with a prodigious long head, who, it was generally believed, could see through a millstone, if there was a hole in it; and he was appointed to conduct the investigation. The name of this grand inquisitor was Ching-too-fum — an expressive appellative, which meant that he knew a thing or two.

Ching-too-fum, impressed with the importance and the responsibility of the duty devolved upon him, spent three days and three nights without eating or sleeping, in order to prepare himself for the work. At the end of this time he sent out circulars to the people generally, and to the physicians particularly, demanding to know who had been injured in body or mind by the fearful practices of the foofoos. The physicians did not know any thing about the matter; but from the people came up ten replies, wherein it was alleged that as many young Tartars had been injured by over-exertion, which exertion was necessary in order to comply with the requirements of the pestilent foofoos.

The grand inquisitor, Ching-too-fum, was a man of few words, notwithstanding the length of his name, and he immediately summoned the juvenile Boostoonese, with their fathers and mothers, into his presence. The first of the embryo martyrs was a fat and chunky little fellow, and the commissioner called upon his father to state his case.

“Most magnificent Ching-too-fum, my son rose from his couch the other night in his sleep, and perambulated my humble abode, repeating in audible tones, to the horror of his mother and myself — the multiplication table!” replied the sire of the chunky son.

"The abominable multiplication table!" added the matron, his helpmate.

"What had the youth for his supper?" demanded the inquisitor.

"Nothing, sage Ching-too-fum, but a hemisphere of mince-pie, which the boy is very fond of, though his mother has often tried to convince him that it is not promotive of digestion, and is suggestive of nightmare."

"Begone! Summon the next," said Ching-too-fum, with an appearance of disgust upon his noble features.

The second martyr to the skookools and the foofoos was a delicate young lady of fifteen. Nature had bestowed so many charms upon her face and form, and imparted so much of winning grace to her motions, that even the sage Ching-too-fum smiled as she stepped into his august presence.

"Worshipful Ching-too-fum," said the fond mother, whose tongue was longer and smoother than that of her husband, "my daughter is sorely vexed and grievously tormented by the demons of skookools and foofoos. Day by day, she waxes thinner and thinner, and paler and paler, and I verily believe the skookools and the foofoos will kill her." And the mother wept in bitterness of spirit.

"Weep no more, woeful mother," sighed the sage, moved with pity by the woman's tears. "Your daughter is fair to look upon, and I doubt not hath many friends. Where was your daughter last night?"

"At home, studying her lessons till seven o'clock."

"And then —"

"She went to a party, and came home at twelve."

"What did she eat there?"

"Lobster salad, scoloped oysters, ice cream, Roman punch, blanc-manger, Madeira jelly, cake and confects."

"Where was she the night before last?"

"At the theatre."

"And the night before?"

"At a concert."

"And the night before?"

At Gilmore's monster ball; but she went home at two o'clock in the morning."

"And the night before?"

"It was Sunday, sage Ching-too-fum, and she only went to the Oratorio."

"Mistaken mother!" exclaimed the astonished sage. "Dare you charge the skookools and the foofoos with the consequences of your own folly? The evil spirit of which your daughter is possessed is the demon of the midnight theatre and morning ball! Go and sin no more."

It was shown that the third martyr, a miss of sixteen, studied her lesson an hour every evening.

"What does she do then?"

"She reads, great Ching-too-fum, till midnight," replied the mother.

"What does she read?"

"The New York Ledger, or the 'Library of Romance.' She is very fond of reading, and has devoured the contents of all the novels in seven circulating libraries. She has fine talents, and will one day become an authoress, if the skookools and the foofoos don't kill her; for she has already written a tale in ten chapters, called 'The Disappointed Damsel: or, The Red Dragon of the Cow-House. If you please, worshipful Ching-too-fum, I will give you the leading incidents of the story, which are —"

"Silence, woman!" thundered the inquisitor. "Burn her novels, and send her to bed at nine o'clock!"

The fourth martyr was declared to be wasting herself, inch by inch, in ineffectual struggles to keep up with her class.

"Send for her foofoo," said the sage; and the foofoo came.

"Worm of the earth! dare you sacrifice the health and life of this tender maiden by imposing unseemly tasks upon her?" demanded the great inquisitor. "Why didn't you send her down into the next class?"

"May it please your excellency, most magnificent Ching-too-fum, I would fain have done so, but her maternal parent threatened me with a thousand ills, if I presumed to degrade the child of her love," replied the terrified foofoo. "I reasoned with mother, and I reasoned with daughter. I assured them it was no disgrace; but neither would consent."

"Is this so?" asked the sage.

"I would have him know that my daughter is as good as anybody else's daughter, and that he can't put her down," angrily replied the mother — one of the genus *virago*, sometimes seen in our own happy land.

"Enough, woman!"

And so the wise Ching-too-fum proceeded to dispose of all the martyrs. The fifth ate late suppers and slept in an unventilated room, heated by a villanous contrivance of the arch enemy of the physical man; the sixth had an hereditary disease; the seventh — a boy in the high skookkool, smoked three cigars a day, took a "stew" at ten, P. M., and was too lazy to play; the case of the eighth could not be reported; and the ninth and tenth were really martyrs, but in both instances the fofoos had informed their parents that they were injuring themselves, and had recommended a vacation.

Ching-too-fum reported the result of his investigations to the fumfums, and when the people read it they were reasonable enough to be satisfied. But the great sage was not content to let his labors end here; for the fact that the parents paid but little or no attention to the health of their children was painfully apparent to him, and he published a pamphlet on the subject for gratuitous distribution. And so the excitement entirely subsided, and Boostoon was again at peace.

THERE is no department of human exertion, in which a preliminary historical knowledge is so necessary as in education. The education of a people bears a constant and most pre-eminently influential relation to its attainments and excellences — physical, mental, and moral. The national education is at once a cause and an effect of the national character; and, accordingly, the history of education affords the only ready and perfect key to the history of the human race, and of each nation in it,—an unailing standard for estimating its advance or retreat upon the line of human progress.

THE BOARD OF EDUCATION.

THE people of Massachusetts are justly proud of her system of common schools. As the great source of general intelligence and sound morality, they cherish these schools with assiduous care.

It has been the policy of the State to make changes in her educational laws with great caution, and to ingraft new features into her school system, only after careful deliberation; but when a full discussion has brought clearly to view the advantages of new instrumentalities, and subsequent experience has demonstrated their value, the State has adhered to them with great tenacity. Among many illustrations of this fact, we may refer to the organization and present position of the Massachusetts Board of Education. When, more than twenty years ago, the establishment of such a Board was first considered, the proposal met with serious opposition. Many wise and patriotic men foresaw danger to the Commonwealth in the centralizing tendency of the projected Board; and not until after grave discussion and anxious deliberation, did the legislature enact the law for its organization. For several years its success, and, indeed, its continued existence, seemed very doubtful. But as the real purposes and the utility of the Board became manifest to the people, it more and more commanded their confidence; and now for many years, sustained by all friends of popular education, it has labored faithfully, wisely, and efficiently in the accomplishment of its beneficent objects. Indeed, the names, even, of the many able men, selected from all professions, all religious associations, all political parties, and almost all conditions of life, who have from time to time been members of the Board, have always afforded the public the strongest guaranty that, while no act or influence of theirs should endanger any man's rights or the general welfare, everything that a wise conservatism might approve should be retained, and everything that real progress might demand, should, if possible, be accomplished. The doings of the Board hold an honorable place in the history of education in Massachusetts. To the reports of its Secretaries every citizen may point with pride. As exponents of the views of the friends of education, these reports stand unsurpassed.

This brings us to the particular object had in view in commencing these remarks. The public prints have recently announced the resignation of the distinguished gentleman who, for four years, has held the Secretaryship of the board. We may truthfully say, that to no class of persons has his resignation caused more sincere regret than to the teachers of the public schools. His deep interest in the welfare of the schools, and, not the less of the teachers themselves, has been known and appreciated. We beg, therefore, in the name of the teachers of the Commonwealth, to tender him their grateful acknowledgements for the generous support and courteous treatment they have uniformly received at his hands. Could the wishes of the practical educators of the State prevail, the present Secretary would long retain the position which he has so usefully and acceptably occupied.

Presuming, however, that his resignation is beyond recall, we naturally inquire, Who is to fill the vacant place? After some hesitation we venture to offer a few suggestions in reference to the question proposed.

The labor of the Secretary of the Board of Education must relate either to the shaping of public sentiment or to the internal operations of the schools. Twenty years ago, there was a vast need of an improved public sentiment on the subject of education. Reform was needed on every hand. Horace Mann, by his vigorous efforts, aroused the people to a better appreciation of their duties, and his successors have continued the noble work. What has been done has had reference chiefly to the forming of a right popular opinion and the establishment of the wisest system of schools. The work has been well done. Nowhere are the people more ready to maintain a system of free schools, and more generously to furnish the requisite pecuniary means for their liberal support. Our system in the main is right. Public sentiment is right. It seems, therefore, to us, as teachers, that the attention of the Secretary may now, for a time, be withdrawn, in a measure, from the discussion of the more general educational topics, and may be directed more especially to the wants and operations of the school-room; for no matter how enthusiastic people may be in favor of education, no matter how costly may be our school edifices, no matter how liberally they may be furnished, if teachers and scholars proceed on wrong prin-

ciples, or without intelligent efficiency, the schools will fail of attaining their highest ends.

With all deference, we suggest that to labor with the best success in the field indicated, a man must be an experienced educator. We venture to suggest, still further, that it would be gratifying to the teachers of Massachusetts to see their own profession recognized by the selection of a purely educational man for the post in view. Of the three eminent men who have been Secretaries of the Board of Education, one has come from the legal profession, one from the clerical profession, and one has been justly distinguished as a legislator and high executive officer. Is it too much to ask that now the selection may fall upon some one of the many gentlemen who have grown up in the educational service, and who are thoroughly acquainted with schools in all their wants and relations? There are men to be found in the State, who, to the qualities of dignity, urbanity, prudence, and sagacity, superadd a thorough acquaintance with practical teaching in all grades of schools, — men who are qualified to direct the machinery of the school-room, as well as to comprehend and unfold the profoundest principles of education.

Having such men in their number, can the teachers of Massachusetts be charged with presumption when they respectfully ask that these claims of their profession may be justly considered in the appointment to be made?

In making these suggestions, we believe we have not transgressed the bounds of propriety, and we know that we have expressed the wishes of the great body of Massachusetts teachers.

“SHORTEN the sleep and lengthen thy knowledge,” says an Arabic proverb; but if shortening one’s sleep should happen to shorten his life as well, what becomes of his knowledge then? It is the opinion of a distinguished physician, that half the insanity in this world could be prevented by sufficient sleep. Early rising is a good thing for people who go to bed betimes, and a bad thing for those who don’t. Lengthen your night, or shorten your days — take your choice.

Resident Editor's Department.

THE Twenty-third Annual Report of the Board of Education has been issued. Its 450 pages are filled with interesting matter, which gives a clear insight into the state of our public schools, and will be of great value to the historian and every friend of Education. We hope this Report will have a wide circulation and receive a careful perusal. The following statements and extracts may be found to be of general interest :

NORMAL SCHOOLS.

Towns.	Principal and Teachers.	Pupils.	Admitted during the year.	Graduated.	Expenses.
Framingham.	GEORGE N. BIGELOW. Nancy J. Bigelow. Elizabeth G. Hoyt. Frances E. Wadsworth. Mr. E. R. Blanchard.	70	57	34	\$3,148.21
Westfield.	J. W. DICKINSON. Philo M. Holcomb. Miss D. C. Chamberlain Mr. William B. Green. Miss Emeline Parsons. Mr. John A. Martin. Col. Asa Barr.	145	89	24	\$3,600.00
Bridgewater.	MARSHAL CONANT. Albert G. Boyden. Eliza B. Woodward. Warren T. Copeland. Mr. E. R. Blanchard.	89	52	36	\$3,493.48
Salem.	PROF. ALPH. CROSBY. Martha Kingman. Elizabeth Weston. Sarah R. Smith. Olive P. Bray. Ellen M. Dodge. Mary E. Webb. Gertrude Sheldon. Sarah M. Eaton.	131	86	41	\$3,788.45

NORMAL SCHOOLS. — These institutions, which are more particularly under the direction and supervision of the Board, “are sustaining the reputation they have previously earned, and exhibiting increased evidence of the wisdom of those through whose influence they were founded, and of the liberality by which they have been sustained and encouraged. No appropriation of the State returns a larger dividend of real efficient wealth, nor accomplishes more successfully the object for which it

was made." The demand for the services of their graduates is greater than the supply. Detailed statements are given in regard to each of these schools, showing that they are highly appreciated by the citizens of the State — that the number of pupils is constantly increasing, and that they are performing thoroughly the work of supplying a superior class of teachers for the schools of the Commonwealth. All the schools have been examined by sub-committees of the Board, and their management and progress is closely noted. While these schools are unusually prosperous, the Board remark that a larger appropriation of means would essentially add to their usefulness and dignity. The increase in the number of pupils calls for more liberal accommodations, requiring a considerable expenditure, and the Legislature is requested to make provision for it."

COMMON SCHOOLS. In examining the statistics and history of these for the year, the Board find much to encourage them and awaken their gratitude. The amount of school money raised by tax is annually increasing, and that of voluntary contribution marks the interests of the people in them as the safeguards and benefactors of the young. There has been an increase of teachers during the year, with qualifications, it may be believed, higher and better than at any time previous, which is itself a guaranty, all things else being equal, of their superior prosperity and usefulness. The moral considerations embraced in the proper training of the young are also urged with greater interest than before, and will issue, the Board are confident, in beneficial practical results.

The Secretary of the Board, Hon. George S. Boutwell, who intended to resign, was re-elected, and at the request of the Board will continue in office for the present, and prepare a supplementary report, for the use of committees, based upon the Revised Statutes of 1859. He says in his report :

"During my term of office I have visited all sections of the Commonwealth, and the greater number of the towns on the mainland, and I have everywhere found teachers, committees, and the people at large, ready to co-operate in support of measures calculated to increase the power and extend the influence of the public schools. And I am now more than ever before led to admire the wisdom, and reverence the memory of the men who founded the public school in America. It has already become the basis of American government, industry, and civilization, and the efficient supporter of good morals and Christianity.

"Its power is appreciated on the other side of the Atlantic. In Great Britain, in the central states of the continent of Europe, and in the Russian empire, the free school has either been introduced, or its introduction has been considered favorably by those in authority."

The following is a statistic summary for the year 1858-9: Towns in the Commonwealth 333, of which all but one, (Belmont, which was incorporated within the year) made returns. Public schools, 4,444, making an increase of 23 for the year. (For brevity's sake, we will denote Increase, by +, Decrease, by —,) Persons in the State between 5 and 15 years of age, 220,379, — 2,925; scholars of all ages, in all the public schools, in summer, 204,925, + 5,133; in winter, 211,388, — 6,810; average attendance in all the public schools, in summer, 160,108, + 5,466; in winter, 166,520, — 9,006; ratio of the mean average attendance to the whole number of children between five and fifteen, expressed in decimals, .74. Children under five attending public schools, 10,903, — 1,467. Persons over fifteen, attending public schools, 23,607, + 6,713. Teachers in summer, males, 394,

+ 11; females, 4,612, + 102; total, 5,006, + 113. Teachers in winter, males, 1,629, + 31; females, 3,568, + 86; total, 5,197, + 117. Number of different persons employed as teachers in public schools during the year; males, 1,669, females, 5,575, = 7,244. Average length of the schools, 7 months and 17 days, + 4 days. Average wages of male teachers per month, including board, \$48.90, — \$0 97. Average wages of female teachers per month, including board, \$19.02, — \$0 61. Amount raised by taxes for the support of public schools, including only wages, board, fuel, and care of fires, \$1,390,382 34, + \$49,130 31. Income of surplus revenue and of similar funds, appropriated only for public schools, \$7,852 47. Amount of voluntary contributions of board, fuel, and money, to maintain or prolong public schools, \$29,309 41, — 6,014 70. Income of local funds appropriated for academies and schools, \$41,043 62. Amount received by towns and cities as their share of the income of the State School Fund, 46,761 12. Amount paid by the towns and cities for superintendence, \$44,865 99. Aggregate returned as expended on public schools alone, exclusive of the expense of repairing and erecting school-houses, and of the cost of school books, \$1,519,171 33, + \$44,682 45. Sum raised by taxes, (including income of surplus revenue,) for the education of each child in the State, between five and fifteen years of age — per child, \$6 34, + \$0 30. Percentage of the valuation of 1850, appropriated for public schools, (2 mills and 34 hundredths,) .002-34.

Three hundred and thirty towns, all except Southwick, which has a local fund for the support of its schools, Belmont which was incorporated within the year, and Bernardston — have raised more than \$1 50 per child between five and fifteen.

Towns that have raised the sum of \$3 or more, per child, between five and fifteen, 287, + 9. Number of incorporated academies returned, 63. Average number of scholars, 3,932. Amount paid for tuition, \$74,223 93. Number of private schools and academies, 691. Estimated average attendance, 18,903. Estimated amount paid for tuition, \$333,940 09.

From these statistics it appears that there is a decrease in the number of children, between five and fifteen years of age, of 2,925; indicating a loss of more than twelve thousand in the population of the State.

TEACHERS' INSTITUTES have been held during the year, at Billerica, Dedham, Hardwick, Wellfleet, Webster, Townsend, North Brookfield, Great Barrington, and South Hadley. 848 persons were numbered as members. The expenses have been \$350 for each institute. Thirty-four lessons and lectures have been given in each institute, and the teachers have also delivered lectures upon the subject of education in seventy-one other towns. The instruction in the institutes has been given by Messrs. Lowell Mason, Wm. Russell, George B. Emerson, Hermann Krusi, Sanborn Tenney, B. G. Northrop, Dana P. Colburn, and the Secretary of the Board of Education. The latter has given sixty-eight lectures and addresses upon the subject of education, and for that purpose has visited fifty-two cities and towns. Rev. Mr. Northrop, who has been employed during the year as agent, has labored with his usual zeal and success. He has made 190 visits to 143 different towns, not including 24 visits to the Normal Schools. He has travelled more than ten thousand miles and delivered 271 lectures, including 20 given in the Normal Schools, and 28 in Institutes. He has also delivered addresses before eight

Teachers' Associations, and visited and addressed 202 public schools. He has therefore delivered four hundred and eighty-one public addresses during the year.

H. K. Oliver, Esq., has been employed three months, and his labors have been eminently successful. He visited thirty towns, delivered forty-six lectures, and also spoke in a large number of schools of which he kept no account.

The result of the combined operations of the institutes and the agencies is, that during the years 1858 and 1859, 282 of the 333 towns of the Commonwealth have been visited, and one or more lectures delivered in each."

Twelve State Scholarships, the regular number for each year, have been filled, with other vacancies created by resignation or failure, so far as applicants were qualified. How many of those who have graduated are now teaching, is not known to the Board.

Each County Teacher's Association has received the sum of \$50, on compliance with the provisions of the statute.

Mr. Boutwell says that the amount of capital invested and the number of laborers employed in manufacturing in Massachusetts, have led him to give special attention to the relations of this great pursuit to the system of public instruction. In many manufacturing towns there are evidences of sad neglect of the schools, and children are employed in the mills in violation of the laws of the Commonwealth. The number of towns where such neglect exists is not large, but yet sufficient to demand careful consideration. It is also confessed that the intellectual and moral character of the operative population has deteriorated within twenty years; but this change is not due to any unfavorable change in the character of the native population of the State, but to the circumstance that foreign born persons have been introduced in great numbers into nearly all the mills. This deteriorating process has, however, been already arrested in some degree in such towns as Lowell and Lawrence, where the agents generally act upon the opinion that intelligent laborers are at once the most trustworthy and the most profitable. Schools for adults have been established, and whenever changes are made, the most intelligent laborers whose services can be secured are employed.

In order to obtain accurate information upon this subject, Mr. Boutwell addressed a circular, with a series of questions, to the agents of several corporations, asking for the results of their observation, as to the influence of Education upon the character of the operatives. The questions refer to the relative profitableness of ignorant and intelligent laborers, their comparative honesty and morality, the proper age at which children may be set at work, and the amount of schooling which they should receive, the proportion of operatives who cannot write their names, and the number who have ever been pupils in our common schools, the comparative wages obtained by ignorant and intelligent laborers, and the quality of their work. From the answers received he deduces the following propositions:

1. That only about seventy per cent. of the adult operative population are able to write their names.
2. That much the larger part of the operatives were born in other countries, and that a small portion only have been trained in the public schools of the United States.
3. That among a large number of persons, and upon an average, trustworthiness

in labor and honesty in the custody of property, are proportionate to the intelligence of the operatives.

4. That by the substitution of foreign born for American laborers, there has been an intellectual and moral deterioration of the operative population, and that this unfavorable change has been arrested in a few places only.

5. That ignorant labor is always expensive labor.

6. That the amount and quality of the work performed are proportionate to the intelligence of the laborers.

7. That in the manufacturing towns schools for the education of adults should be established.

8. That children under twelve years of age should not be permitted to work in the mills while the schools are in session, and that laws should be enacted and rigidly enforced in regard to those who are more than twelve years of age.

The need of some remedy which shall diminish and finally remove the evils that naturally grow out of such a condition of things, is thus ably set forth by the Secretary:

"These replies and deductions deserve careful consideration. Massachusetts is a manufacturing State, and the number of operatives within our borders is certain to increase. We have thus far acted upon an erroneous idea. The law has assumed that it was safe to bestow less attention upon the education of those employed in manufacturing, than upon the education of those engaged in agriculture and the mechanic arts.

"If we consider only the pecuniary advantages of education, I know not that any distinction should be made; but, in a moral aspect, we could regard with comparative complacency, a degree of ignorance among farmers which would excite apprehension and alarm, if observed among mechanics and manufacturers. The former are isolated and comparatively free from temptation. They dwell in the country, and are subject to the influence of rural scenes which temper and chasten common life. If their labors are not more arduous than those of the mechanic or the manufacturer, their duties are continuous, and they are seldom able to command even a single hour daily of complete relaxation. The laborers in mills and shops usually dwell in large towns and cities. Temptation is on every hand; and he is but a poor observer of the ways of men who does not know that deviations from the path of virtue bear a relation,—not often a proportion,—but yet a relation to the opportunities for wrong-doing. There are also two adverse influences always operating upon the laborer in the mills. His vocation during the ten or twelve hours of daily labor requires his undivided attention; this intense mental and physical action is followed by two or four hours of leisure, that he is to spend in the midst of excitement and temptation. Under such circumstances he needs all the safeguards which a moral training can furnish, and he needs, moreover, a love of study that shall give occupation and variety for his leisure hours.

"Intense, continuous, unwearied labor, either physical or mental, especially when the laborer is not in free and full communication with nature herself, through the influence of the earth, the water, and the air, is often followed by depression, by course amusements and artificial stimulants, which soon degenerate into dangerous excesses.

"It is also possible that we have not sufficiently and philosophically considered the connection existing between the health of the body, the power of the mind, and the keenness of the moral perceptions; and hence many cases of apparent moral obliquity, might be traced to disordered intellects caused by the imbecility, disorganization, or abuse of the physical powers. Farmers are not often injured physically by their vocation; while the operatives in mills are constantly subject to the deleterious influences of overheated, dusty work-rooms, and to the not less deleterious influences of small, ill-ventilated sleeping apartments.

"The farmer is always secure in his home, and he is also guarded in health and morals by the circumstances of his life; but the corresponding wants of the operatives in the mills must be met, as far as practicable, by physical, moral, and mental training. The public schools are the only means that can affect the whole population. If the view taken be correct, can any policy touching the welfare of the State be more unwise than that legislation, which, by its language and requirements, admits that the education of the operative classes is of less public concern than the education of those destined to other pursuits?

"The legislature alone is competent to provide a remedy for existing evils and to guard the State against impending dangers; and I trust the time is near when the employment of children under twelve years of age will not be permitted, while the schools to which they properly belong are in session, and when those between twelve and fifteen years of age shall be required to attend school from fifteen to eighteen weeks annually.

"The schools are for all; and the liberality of the law is such that none are necessarily excluded. We are one people; whatever differences of opinion may exist, our destiny is the same; and the public school is the agent, authorized by the State, to prepare each generation for the labors of life and the duties of citizenship."

The Secretary also instituted inquiries as to the connection between ignorance and crime. A circular and series of questions was sent to the officers of all the institutions for punishment and reformation; and the answers are of great interest and value. The general result is, that out of 1870 persons in these institutions, 852 are under twenty years of age, 585 were orphans before the age of fifteen, 624 were attendants upon school three months in the year for seven years, 328 for five years, 356 for three years, 256 for one year, 291 never regularly attended school, and 904 were addicted to truancy.

The existence and the acts of the Board of Education have been attacked within the year, in some newspapers and addresses. As it is nearly a quarter of a century since this department of the government was established, much general and accurate knowledge of the nature of the organization has been lost. The Secretary, therefore, presents a condensed view of the constitution, duties, and powers of this Board; and the consideration that this is his last Annual Report, enables him to discuss these topics with a freedom which he might not otherwise have been able to command.

The last topic dwelt upon in the Secretary's Report, is the School District System. We regard Mr. Boutwell's opinion on this point as very important. In the absence of personal prejudice, after much practical observation and experience, and with all the means of information before him, he declares himself in favor of the "Municipal System." We intend to reprint in one of our next numbers, some of the Secretary's strongest objections to the District System.

The Abstract of School Reports covers 278 pages. Many valuable hints are given and observations made, which, although originating in a smaller circle, are valuable to teachers and committees generally.

COUNTIES.	Population — State Census, 1855.	Valuation — 1850.	No. of Public Schools.	Average attendance In all the Schools.		No. of Teach- ers, including Summer and Wint. Terms.	Average length of Schools.	Months. Days.	Average wages of Male Teachers per month, including the value of board.	Average wages of Fe- male Teachers, per month, including the value of board.	Amount of money rais- ed by taxes for the support of Schools; including only the wages of Teachers, board, fuel, and care of fires.	Town's share of School Fund.
				In Sum'r.	In Winter.							
Suffolk,	171,818	\$217,587,172 00	281	24,075	24,060	114	922	10.15	\$126 17	\$29 03	\$317,219 32	\$6,670 17
Essex,	151,018	56,556,466 89	481	20,264	20,348	216	898	9.07	49 76	19 51	162,807 47	6,236 52
Middlesex,	194,082	83,264,719 50	650	28,861	28,719	283	1,319	9.03	57 18	21 75	280,544 37	7,748 10
Worcester,	149,545	55,497,794 00	722	21,175	23,040	343	1,147	6.13	38 76	18 77	135,211 12	5,967 82
Hampshire,	35,485	13,331,240 00	240	4,919	5,362	96	373	6.14	28 67	16 07	29,539 00	1,503 90
Hampden,	54,852	22,621,220 77	274	6,946	7,528	134	489	7.08	31 77	16 29	48,065 00	2,137 10
Franklin,	31,655	11,211,309 00	265	4,929	5,810	103	425	5.16	28 52	15 37	23,876 17	1,357 28
Berkshire,	52,791	17,197,607 00	302	6,465	7,042	128	462	7.12	27 65	15 42	33,538 53	2,341 18
Norfolk,	94,448	47,034,521 56	380	14,744	14,710	177	634	9.14	55 89	23 89	151,535 81	3,969 91
Bristol,	87,425	39,243,560 00	339	12,005	12,984	172	693	6.15	41 02	19 75	104,317 27	3,758 84
Plymouth,	61,513	19,200,668 00	293	9,209	8,714	301	298	7.13	36 39	18 68	55,717 03	2,640 20
Barnstable,*	35,442	8,897,349 74	182	4,859	6,485	101	262	7.06	40 71	17 77	32,334 25	1,971 04
Dukes,	4,401	1,698,005 00	22	683	771	16	36	6.00	44 17	19 18	4,500 00	189 63
Nantucket,	8,064	4,595,362 00	13	974	947	10	51	9.07	78 00	24 77	10,950 00	269 43
Total,	1,132,688	\$597,936,995 46	4,444	160,108	166,520	2,194	8,009	7.17	\$48 90	\$19 02	\$1,390,382 34	\$46,761 12

* Including Marshpee District.

Each of the following Towns has appropriated in its County the most money for the education of each child in the Town :

County.	Town.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of schools	No. of children between 5 and 15 years of age.
Suffolk.	Boston.	\$10.26	\$295,569.00	28,790
Essex.	Nahant.	18.65	1,250.00	67
Middlesex.	Somerville.	12.03	16,000.00	1,330
Worcester.	Worcester.	7.27	29,666.00	4,078
Hampshire.	Granby.	6.01	1,100.00	183
Hampden.	Springfield.	6.77	18,000.00	2,675
Franklin.	Erving.	6.33	450.00	78
Berkshire.	N. Ashford.	4.16	125.00	30
Norfolk.	Brookline.	18.27	13,100.00	717
Bristol.	New Bedford.	10.12	38,044.00	3,756
Plymouth.	Plymouth.	7.90	10,000.00	1,265
Barnstable.	Brewster.	5.76	1,800.00	312
Dukes.	Edgartown.	5.51	2,000.00	363
Nantucket.	Nantucket.	8.83	10,950.00	1,240

INTELLIGENCE.

PENNSYLVANIA.—Gov. W. F. Packer says, in his annual message to the Legislature : “The annual report of the Superintendent of Common Schools, with the tables and documents accompanying it, will exhibit the condition of the vast engine of social improvement to which it relates. The number of pupils in all the public schools of the State is 634,651; of schools, 11,485; and of teachers, 14,071. The schools have been in operation, on an average over the whole State, five months and nine days. The average salary of male teachers is \$24.36, and of female teachers, \$17.79, and the cost of instruction, per pupil, fifty-three cents per month. The average tax for tuition, etc., is about five and a half mills, and for building purposes, about three and one-sixth mills on the dollar. Including the city of Philadelphia, the entire cost of tuition, etc., was \$2,047,661.92; the building expenses, \$531,413.85; and the whole expense of the system in the State for the year, \$2,579,075.77

“Though the school year ending on the first Monday of June last, was one of unusual difficulty in money affairs, yet the system manifests an encouraging activity in all its departments, while the rate of taxation, both for tuition and buildings, would appear, from the official report, to have somewhat decreased. But it is by a contrast of the present condition of the system with that of 1854, when the agencies now operating so beneficially were created, that results are most plainly seen. Within that period, the whole number of pupils has been increased nearly one-seventh; of teachers one-thirteenth; and the salary of teachers, the best index of improvement, one-sixth for males, and one-fourth for females. These results, with the others which the official report will exhibit, unerringly point to the duty, as well as necessity, of the utmost care and attention on the part of all public agents to this primary social institution — primary in importance no less than in the career of each citizen. To strengthen, to retain pure, and to properly direct this fountain-head of social influence is, it seems to me, the great duty of the law-maker in his highest and most responsible capacity, as the framer of the future of the State.

A school teacher named Carpenter, sixty-one years old, fell dead in his school-house, near Pittsburgh, Pennsylvania, while punishing a pupil. The teacher had been exerting himself violently to overcome the boy.

NEW YORK. — From the Annual Report of the State Superintendent of Schools, it appears that the number of persons in New York between the ages of 4 and 21 is 1,272,486. The number attending the public schools in 1859 was 851,533. About 200,000 children attended the academies and private schools; leaving only about 200,000 of school age not in school at all. The total receipts for school purposes were \$4,156,000, of which about \$500,000 remained unexpended at the close of the school year, October 1st. The Superintendent gives an encouraging account of the operations of the State Normal School, and of the results accomplished by the Teachers' Institutes.

KENTUCKY. — We have not seen an authentic copy of the message of Mr. Magoffin, the new Governor of Kentucky; but, if we may believe newspapers, that message contains the following paragraph:

"And may we and our posterity, as the worthy descendants of the gallant heroes of the Revolution, both now and in the future, stand by the compact of the Constitution formed by their wisdom, and consecrated by their blood, *as the only hope of freemen in TIME AND ETERNITY.*"

GREECE. — The *Illinois Teacher* states that the Olympic Games have been revived in the Stadium at Athens, by decree of the Greek government, under the influence of a wealthy Greek, Evangelos Zappas. The old athletic games are to be revived, with singing and dancing, and the modern innovation of accompanying agricultural and industrial exhibitions. Prizes are given, of gold and silver medals, stamped with the name of Zappas.

ILLINOIS. — The State Teachers' Association held the annual meeting, Dec. 27th, 28th, and 29th, at Ottawa. The proceedings seem to have been very interesting. A lively discussion arose on the subject: "The Use of the Bible in Schools." The resolution of a Committee, which left it to the teacher "to do that which he believes to be right," was not sufficiently supported; and an amendment was carried which recommends the reading of the Bible, without note or comment in all the schools. Another resolution, asking the Legislature for an annual appropriation of \$10,000 for the support of Teachers' Institutes, was unanimously adopted.

TEXAS. "This State has no regular school system, nor can a country so sparsely settled as this have a very perfect one. There are no organized districts, and no laws about schools, except concerning the distribution of the public money, and reporting the scholastic population, and schools taught, etc. The State has appropriated two million dollars, and one-tenth of the annual State taxes, besides the land grant, as a school fund. The interest accruing from this is the general school fund, and is apportioned, every September, among the different counties, according to the scholastic population. The county courts then pay the tuition of orphans and children of indigent parents, not to exceed ten cents per day for actual attendance for the year past, according to their daily attendance at school.

"All of the schools are, in fact, private schools. The public generally furnish the school buildings, and the teacher teaches at a regular tuition per pupil, and receives his pay from his patrons, excepting the indigent pupils, and those who are at his option to take or not. The teacher must report to the county court the patrons of his school, and the number of days each patronizes, whether indigent or not, and get the indigent tuition, and that is all he has to do with law, other than his own. The Schools generally commence in September, and continue forty weeks, and are divided into two equal sessions. The general rates of tuition are the following: common country schools, \$1.50 to \$2.00 per month; high schools (which

are by far the greater portion), primary classes, \$10.00 to \$12.50; intermediate classes, \$12.50 to \$15.00; high classes, \$15.00 to \$20.00; music on piano, melodeon, or guitar, \$20.00 to \$25.00; languages, vocal music, painting, drawing, wax and fancy work, each \$5.00 to \$10.00 per session, for twenty weeks.

"The country schools will average from fifteen to thirty pupils each; the city schools more, according to their popularity. A teacher, to do well here, must not be shifting about, but stay in one place.

"There are some fine schools in the State, but none of them are producing the good that they would, was there more unity. Generally, the sexes are separately educated, and the schools are the pets of the different churches, which, together, causes much discord. Paris, a city of two thousand inhabitants, has six different schools, and each for itself. Could they all be united into one good union school, there would soon be seen much difference in the pupils, though some of the present schools are highly spoken of."—*Kenosha Tribune and Telegraph*.

RHODE ISLAND. Considerable excitement has been caused by introducing in the House of the Legislature a bill "for the abolition of colored schools." The debates were brought to a close on February 14th, when the bill was indefinitely postponed.

MICHIGAN. General Cass has presented to the Board of Education in Detroit a building lot valued at \$15,000, on which a Union School building is to be erected.

GERMANY. On the 12th Oct., 1859, took place, at Dinkelsbühl (Bavaria), the inauguration of a monument to the memory of Canon Schmid, the celebrated author of so many interesting tales for children. Christopher Schmid was born in the above town in 1768. He went through a good course of studies at Döellingen, which having completed he embraced the profession of teacher; this he abandoned a few years after for holy orders, which were conferred on him in 1791. He was appointed to the curacy of Standon in 1816, and in 1817 named a Canon of Augsburg. In the latter town he died in 1854, aged 86 years. The last surviving brother of the Canon, Mr. Aloise Schmid, aged eighty-three years, was present on the occasion. The monument erected is said to be one of high artistic merit. The statue of this friend of youth is represented as having on its right a little girl, and on its left a little boy, listening with breathless attention to the words of their benign instructor. The ceremony was closed with a banquet, at which, by a delicate and well-merited attention, toasts were proposed in honor of the translators of the works of Canon Schmid. The same evening the town was brilliantly illuminated.—*Lower Canada Journal of Education*.

CAMBRIDGE. The Appleton Chapel, of Harvard College, was entered during the night of November 14th, last year. Two Bibles were taken, the seats of the chapel were besmeared with paint and the cushions with assafœtida. About two pounds of this gum-resin was placed in the register of the furnace. The tassels were cut from the pulpit, and other parts of the house desecrated. As it was generally understood that one of the stolen Bibles had been sent to Yale College, and that the chapel was about to be visited a second time in the same way as before, the President, under the instruction of the corporation, engaged a police-man to watch in the chapel. On the night of the 11th of January, the chapel was broken into again. One of the students, William H. Forbes, entered, armed with a dangerous weapon. He also brought a Bible taken from Yale College, and a box of lampblack. On being arrested by the watchman, he made forcible resistance, in the course of which he inflicted a blow with the weapon, endangering the officer's life. The student at last submitted, was put in irons, and passed a rather uncomfortable night with the watchman in the chapel. Having gone to church without

an overcoat, Mr. Forbes caught a severe cold and the scarlet fever. He is now held to answer in a court of justice for his deed.

On the 13th of January, the students at Harvard College held a mass meeting, at which they passed resolutions protesting against "the introduction of an armed police to enforce the discipline of the College," and asserting "that there are proper and efficacious means in the hands of the College government for preserving order, without resorting to the civil authorities."

These resolutions were published in several papers and have drawn out many comments. We agree with those of one of our exchanges:

"We well understand the harmlessness of mere college fun. But 'wild oats' are one thing, and burglaries, larcenies, and slung-shot assaults are, as it seems to us, quite another; and when young men in college descend to the level of common ruffianism in their outrages, we hold that they ought to be treated as if they were common ruffians. If they have rich fathers or aristocratic relatives, so much the more criminal become their offences, and — for the good of society at large — so much the more inevitable ought to be their punishment.

"We will not quote the old distich about the rogue, the halter, and the law, but it strikes us that these young gentlemen had better 'resolve' to behave themselves, and keep the laws of the college and the land, and purge themselves of all complicity with this atrocious sacrilege of a Christian temple, before they bring the immense weight of their wisdom to bear upon the enlightenment of the government of the college in the performance of its work. And we hope that the college authorities will carry forward a calm, just, and honorable, yet firm and unflinching course of discipline upon all offenders against their statutes, so far as the statutes have been infringed, and that all offences of the gross and inexcusable description of that which has just occurred, will be handed over to the civil law for settlement. And we are very sure that the community will sustain them in such a course."

On January 26th, Professor Cornelius Conway Felton, LL.D., was chosen President of Harvard College, by the President and Fellows of the College, which election has since been concurred in by the Board of Overseers.

Among the donations made to the College during the past year, the following are of permanent interest:

Mr. Wm. Gray has offered to the College the sum of \$25,000, payable in five annual instalments, for the purchase of books. — Hon. John Chipman Gray has made a donation of \$1000, for prizes to be awarded to those who excel in mathematical studies. — Messrs. Ticknor & Fields of Boston, have presented to Harvard College library, sixty-six volumes of their publications, including the entire set of the Waverly Novels, very handsomely bound in calf. — Hon. Stephen Salisbury, a graduate of the Class of 1817, has provided for the deficiency of Greek and Latin books in the Library, by a timely donation of \$5000, and he has directed, if there should be any surplus that it shall be expended in donations of books to deserving undergraduates. — The Committee of the Alumni have received in various sums, \$4,667, in response to their appeal in behalf of the Library. — The devise of Hon. Leonard Jarvis, a graduate of the Class of 1797, who died in Baltimore in 1855, has been received during the present year, and amounts to \$14,846 59. This devise is without any restriction, and has been added to the General Fund, which requires it more than any other. — Dr. Henry J. Bigelow has paid over the sum of \$5000 received from subscribers to the "Jackson Medical Fund," so named in acknowledgement of the services, and in respect for the character, of the venerable Dr. James Jackson. Additional sums have been subscribed for the same purpose, and will be paid hereafter. — The executors of the late Abbott Lawrence have made the first payment of interest on his legacy of \$50,000, and they propose to pay the principal sum at a time not distant. — The building ac-

count of the Chapel has been closed, showing an expenditure of \$67,706 60. Of this sum \$50,370 was received from the executors of the late Samuel Appleton; \$15,430 was the accumulated income; \$1406 06 was paid by the College; and \$500 was a donation for completing the organ. — The separation of the property of the Divinity School from that of the College has not been completed. The Committee of the Corporation appointed to prosecute a petition and bill in equity, for this purpose, in the Supreme Judicial Court, have attended to that duty.

THE members of the South Weymouth High School recently presented the Principal, Mr. Elbridge Torrey, Irving's *Life of Washington*, five volumes, *Life of Dr. Arnold of Rugby*, two volumes, and a copy of the new Pictorial Edition of Webster's Dictionary. — The teachers of North Andover, Andover, and Lawrence, held a very interesting and successful meeting, on January 25th, at North Andover. — The contemplated meetings of teachers in Dorchester will take place — at some future time. — At a meeting of the teachers of the public schools of New Bedford and Fairhaven, held on January 7th, the following resolutions were adopted:

Resolved, That we have heard with sincere regret of the sudden and violent death of Dana P. Colburn, Principal of the Rhode Island State Normal School.

Resolved, That in him the cause of a thorough elementary education has lost one of its firmest friends.

Resolved, That we will endeavor to honor his memory in that way in which the truest honor is paid, viz: by imitating in our lives and profession the virtues and excellences which adorned his.

Resolved, That we extend to the remaining members of the family with which our brother teacher was connected our earnest sympathy in their great bereavement.

Resolved, That a copy of these resolutions be forwarded by the Secretary of this meeting to the mother of Mr. Colburn; and also that a copy be offered for publication to the journals of New Bedford and to the *Massachusetts Teacher*.

A NEW grammar school house has been erected at Lynn, in Ward No. 3. The dedication took place on February 8th. General H. K. Oliver of Lawrence made an address. — Educational meetings have been held at the State House, Boston, every Thursday evening since January 26th, and have been as interesting as they were well attended. — The building of the Western Female Seminary at Oxford, Ohio, was destroyed by fire on January 13th. One hundred and seventy young ladies, who lived in the house, escaped unhurt. The value of the building and furniture was \$60,000. The edifice will be rebuilt with improvements and be ready for occupancy in September next. Rev. Daniel Tenney of Lawrence, Mass., formerly of Oxford, is President of the Board of Trustees. — The building of the Museum of Comparative Zoölogy, at Cambridge, is nearly finished. The Trustees have offered a vote of thanks to Professor Agassiz for the donation of all his collections in Zoölogy to the Museum; to Captain W. H. A. Putnam of Salem, for a gift of six hundred specimens; and to Thomas G. Carey, Esq., of San Francisco, for a collection of five thousand specimens. In answer to a question as to the comparative position of the collection in this Museum, Professor Agassiz states that the different Museums in the world stand in the following order: Paris 1, London 2, Berlin 3, Vienna 4, Munich 5, Frankfort 6, Strasburgh 7, and Cambridge (Harvard), or Turin 8; but that there is no educational institution in the world that has a collection equal to Harvard. — Rev. Dr. Proudfit, Emeritus Professor of

Greek and Latin at Union College, died February 11th. — David H. Mason, of Newton has been appointed a member of the Massachusetts Board of Education.

✍ WE send *receipts* in this number of the *Teacher* to all whose subscription for 1860 has been received.

We also send *bills* to all who have not paid for the current year. We trust that an early mail will bring the *one dollar*.

If any error has occurred in sending out so many receipts and bills, subscribers will confer a favor by notifying us immediately.

BOOKS RECEIVED. — *Catalogue of the Friends' Society*, New Bedford, April, 1859. — *Report of the Superintendent of Education* for Lower Canada, for the year 1858. — *Annual Report* of the Normal, Model, Grammar, and Common Schools in Upper Canada, for the year 1858; with an Appendix. By the Chief Superintendent of Education. We shall give some extracts from these Reports in one of our future numbers. — *An Address* at the Inauguration of Joseph G. Hoyt, L.L. D., as Chancellor of Washington University, St. Louis, October 4th, 1859. Published by the Directors. — *Regulations and Rules* of the Board of School Directors, First District, New Orleans, 1859-60, for its own Government and that of the Public Schools; with a Digest of the Laws and Ordinances relating thereto; the Act establishing Normal Schools, and the Ordinances, Resolutions, etc., concerning the Lyceum and Library Society.

BOOK NOTICES.

GEOLOGY; FOR TEACHERS, CLASSES, AND PRIVATE STUDENTS. By SANBORN TENNEY, A. M., Lecturer on Physical Geography and Natural History in the Massachusetts Teachers' Institutes. Illustrated with 200 wood engravings. Philadelphia: published by E. H. Butler & Co. 1860.

Contents: 1. General Statement of the Subject; 2. The Earth considered as a Planet; 3. Chemical Constitution of the Earth; 4. Mineral Constitution of the Earth; 5. The Rocks which compose the Earth, (unstratified, stratified); 6. General View of the Vegetable and the Animal Kingdom, preparatory to the study of the remains of Plants and Animals in the rocks; 7. Fossils and Classification of the Rock Formations; 8. Brief description of the several systems of Fossiliferous Rocks; a. Silurian; b. Old Red Sandstone; and c. Carboniferous system; d. New Red Sandstone; e. Oolitic; f. Cretaceous; and g. Tertiary system; h. Drift; i. Alluvium; 9. Geological Changes now going on, and the Agencies (aqueous, igneous, and organic,) by which they are produced; 10. Concluding Remarks.

The plan of this volume was made and the work commenced five years ago. What is now offered to the public, is the result of persevering study and personal observation of the author, and the aid of some of the best scholars in this country. The index will show that the author has taken the word Geology in its wider meaning. The facts have been drawn from the whole domain of science. The wood cut illustrations have either been taken from Nature, or been copied mainly

from the Geological Reports of the different States. A Glossary of Scientific Terms used in this work, giving the pronunciation, etymology, and signification of the words, will be found exceedingly valuable. Most of the subjects represented are common in this country. This work honors its master, and will do much to awaken a lively and more general interest in the study of Nature.

BOSTON PRIMARY SCHOOL TABLETS. Prepared by JOHN D. PHILBRICK, Superintendent of the Boston Schools. Boston: Brown, Taggard, & Chase. 1860.

For a long time we have not seen a publication so much needed as this. Not one Primary School teacher out of fifty, in Germany, has been without similar tablets within the last thirty years, even if he should have made them himself or bought them at his own expense. We, in America, pay all the higher salaries to teachers in the upper classes, and give our Primary Schools into the care of those who are willing to work for the smallest compensation. Hence the fact that many wants of the Primary Schools have been neither felt nor provided for by those teachers themselves. The author of these tablets, under whose superintendence the Boston Primary Schools have made so much progress, saw the need, and has furnished the remedy. By this aid, oral teaching is greatly facilitated, and children need have but little occasion for the use of text-books during the first four or six months. These tablets, twenty-six by twenty inches, contain the Alphabets of Small and Capital letters, such as beginners may first learn to read and write; a set of Script Capital and Small Letters with their elements and combinations; the first lessons in Drawing, and the Elements of Form; Familiar Objects represented in straight lines and in curves; the Roman and Italic alphabets; all the Vowels and Consonants of the English Language, and their combination; Words composed of two and three letters; short sentences; Punctuation Tablets; and the Roman and Arabic Numerals. The "Boston Primary School Manual," explaining the manner of using these Tablets, is in preparation and will be issued in a few months. We commend these Tablets to the consideration of School Committees, teachers, and friends of Primary Schools, confident that a close examination will result in the exertion to provide every Primary School with a set.

HIGH SCHOOL GRAMMAR; or, *An Exposition of the Grammatical Structure of the English Language.* By W. S. BARTON, A. M. Boston: Gould & Lincoln. 1860.

This book was sent to us after these sheets were ready for the press. We give simply its title, postponing a review for another number.